

December 27, 2013

Glen Dickinson, Director LSA
Ground Floor, State Capitol Building
Des Moines, Iowa 50319

Richard Schults
Iowa Department of Human Services
1305 E Walnut
Des Moines, Iowa 50319

Michael Marshall
Secretary of the Senate
State Capitol Building
Des Moines, Iowa 50319

Carmine Boal
Chief Clerk of the House
State Capitol Building
Des Moines, Iowa 50319

Enclosed please find the report on the Mercy Autism Center pilot project, to determine the necessary support services for children with autism spectrum disorder and their families to be included in the children's disabilities service system.

A grant of \$25,000 is being used to:

1. Provide training to community partners and family members in the Iowa counties of Clayton, Dubuque, Jackson and Jones. The training programs will consist of information regarding early identification and treatment options for children with autism spectrum disorders.
2. Monitoring progress of students being treated with Applied Behavior Analysis through a computer based program with the STAR Curriculum to be able to objectively quantify results.
3. Implement the crisis intervention, planning and prevention for up to 10 children.

All of these objectives were in the original pilot project brought forth in 2013 by the Mercy Service Club Autism Center with collaboration of the following Community Service providers:

Dubuque Community School District—Rozy Warder
University of Iowa Autism Center—Dr. Scott Lindgren, Dr. Lisa Kemmerer
Child Health Specialty Clinics—Vickie Miene
Community Circle of Care—Gloria Klinefelter
Hills n Dales—Marilyn Althoff
Department of Human Services—Mary Drees, Sue Davidson
Representative Dave Heaton
Senator Pam Jochum

Progress to date:

Presentations have been made to three groups of college students; nurses, therapists and teachers for a total of 70 participants. The overall scores on a 5 point scale were 4.8 for increasing knowledge and awareness regarding Autism spectrum disorders and the need for early identification. \$500.00 of the \$9700 has been utilized. Plans are in place for lecture series and physician CME during the first quarter of 2014.

AB Pathfinder software was contracted and the STAR curriculum was loaded onto this documentation progress tracking system. We initially had 7 children on the program and are currently up to 10. \$700.00 of the allocated \$5230.00 has been used. Plans are to instruct the teachers in the Special Education classrooms in utilization of this program and add more children over the next month. See attached reports

Crisis Prevention and Intervention hours were used to support one child this quarter. At the request of DHS/Dubuque office, a BCBA assisted in determining appropriate supports for a child with autism placed in foster care. Collaborative meetings were held with Dubuque Community School District, DHS case management, parents, foster parent, legal representatives for mother and child, CHSC Pediatric Health Home and other community entities to determine needed services, implementation of behavior plan, training of family on critical interventions and other needs as determined by the team. Two home visits were made to assist family in implementation of interventions. Community entities were thrilled with the coordination of plans and expertise on intervention.

Requests for Crisis Prevention has been received for two individuals with autism that will begin in January.

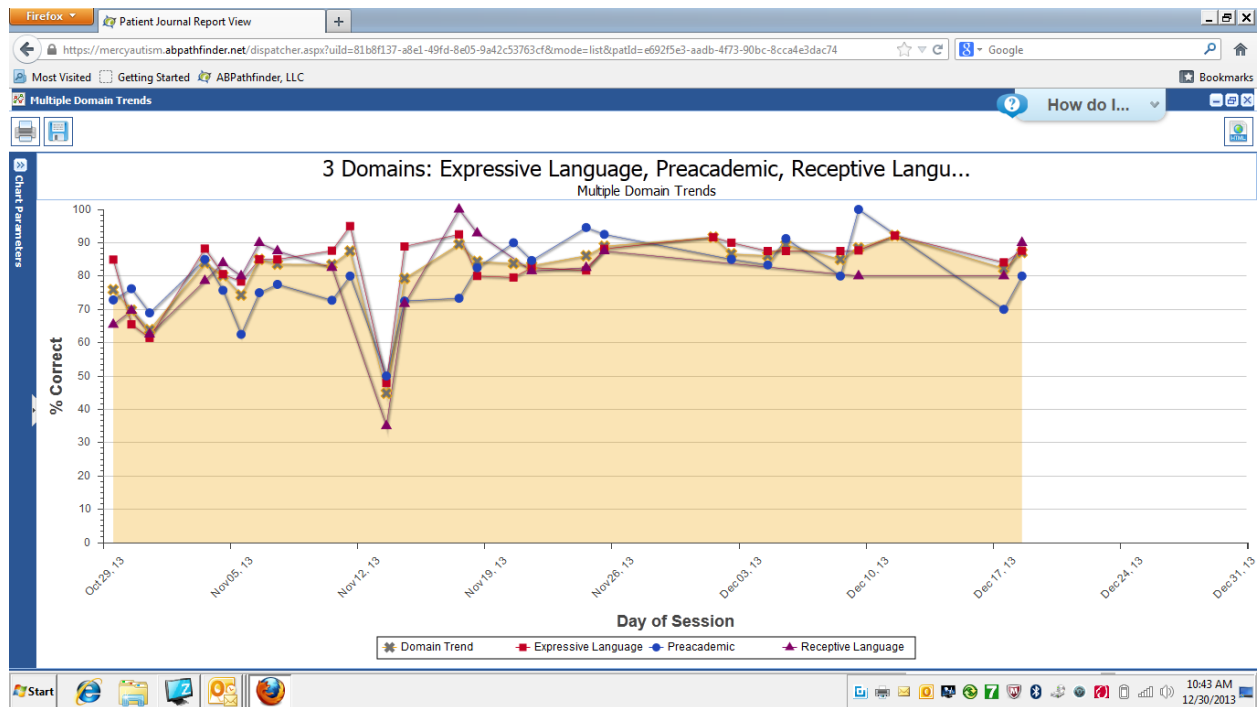
Sincerely,

Bobbi Schell, Director
Laura Keehner, CCC-SLP, BCBA and Alyson Beytien, MS-AUT, BCBA
Mercy Service Club Autism Center
250 Mercy Drive
Dubuque, Iowa 52001
563-589-9035

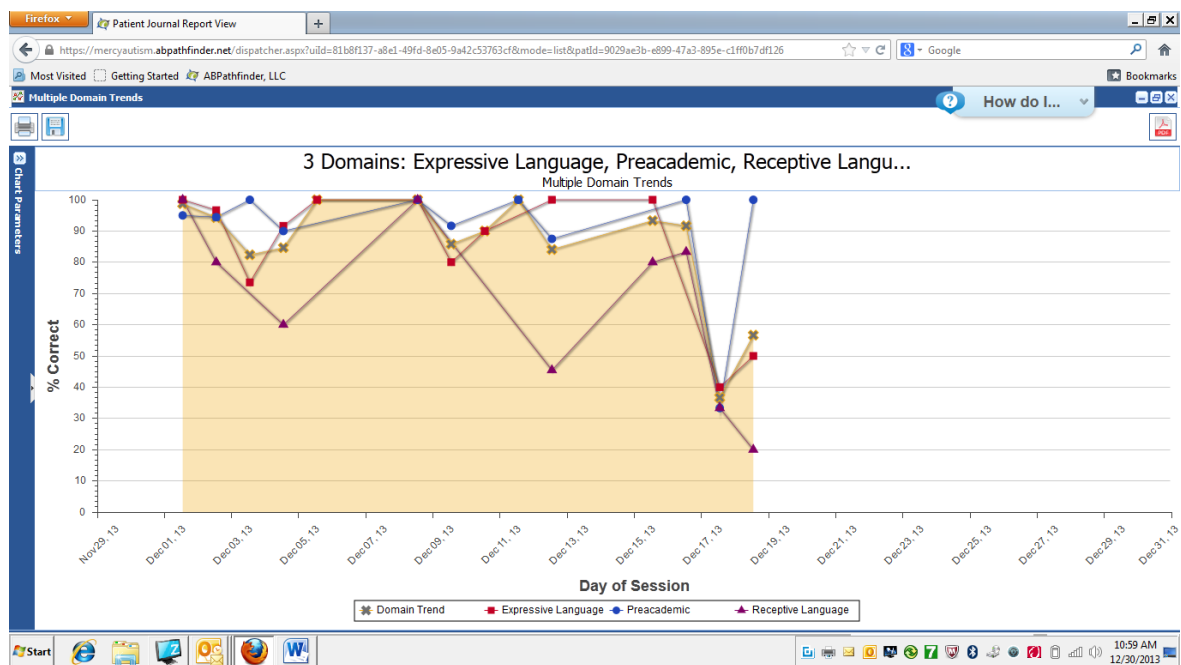
cc:

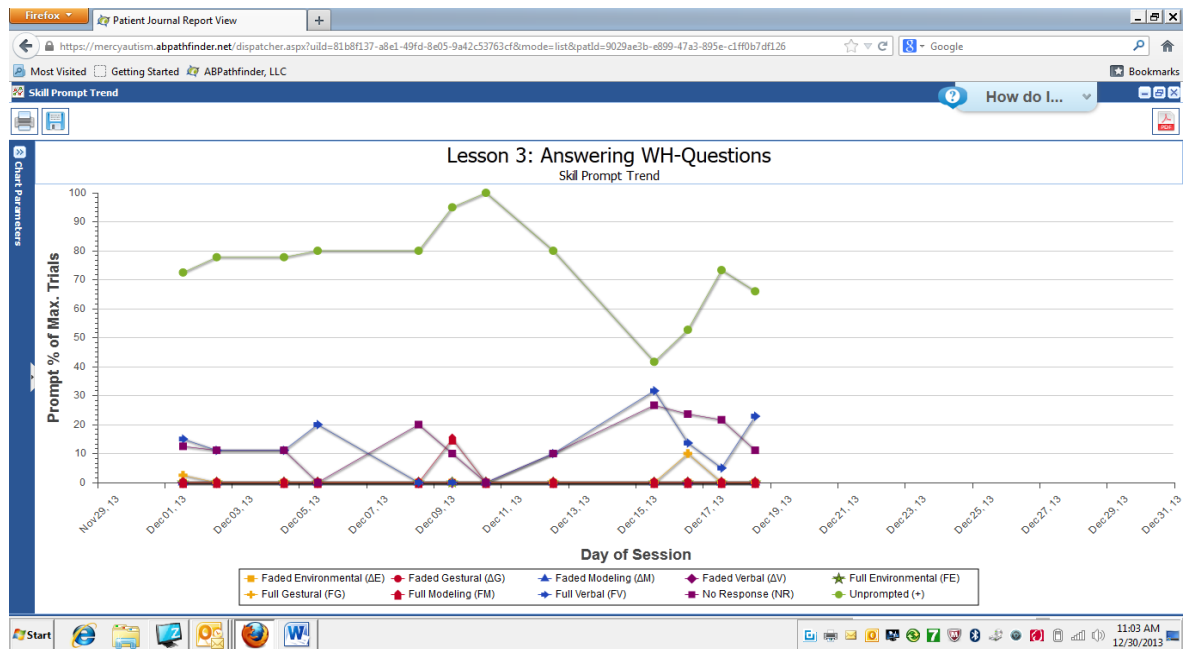
Representative Dave Heaton dave.heaton@legis.iowa.gov
Senator Jack Hatch jack.hatch@legis.iowa.gov
Senator David Johnson david.johson@legis.iowa.gov
Representative Lisa Heddens lisa.heddens@legis.iowa.gov
Senator Amanda Ragan amanda.ragan@legis.iowa.gov
Senator Mark Segebart mark.segebart@legis.iowa.gov
Senator Joe Bolkcom joe.bolkcom@legis.iowa.gov
Representative Mark Costello mark.costello@legis.iowa.gov
Representative Rob Bacon rob.bacon@legis.iowa.gov
Representative Dean Fisher dean.fischer@legis.iowa.gov
Representative John Forbes john.forbes@legis.iowa.gov
Representative Linda Miller linda.miller@legis.iowa.gov
Representative Sally Stutsman sally.stutsman@legis.iowa.gov

Representative Beth Wessel-Kroeschell beth.wessel-kroeschell@legis.iowa.gov
John Pollack, Legislative Services Agency john.pollak@legis.iowa.gov
Patty Funaro, Legislative Services Agency patty.funaro@legis.iowa.gov
Amber DeSmet, Legislative Services Agency amber.desmet@legis.iowa.gov
Jess Benson, Legislative Services Agency jess.benson@legisliowa.gov
Aaron Todd, Legislative Services Agency aaron.todd@legisliowa.gov
Kris Bell, Senate Majority Staff kris.bell@legisliowa.gov
Josh Bronsink, Senate Minority Staff josh.bronsink@legis.iowa.gov
Carrie Kobrinetz, House Majority Staff carrie.kobrinetz@legis.iowa.gov
Zeke Furlong, House Minority Staff zeke.furlong@legis.iowa.gov



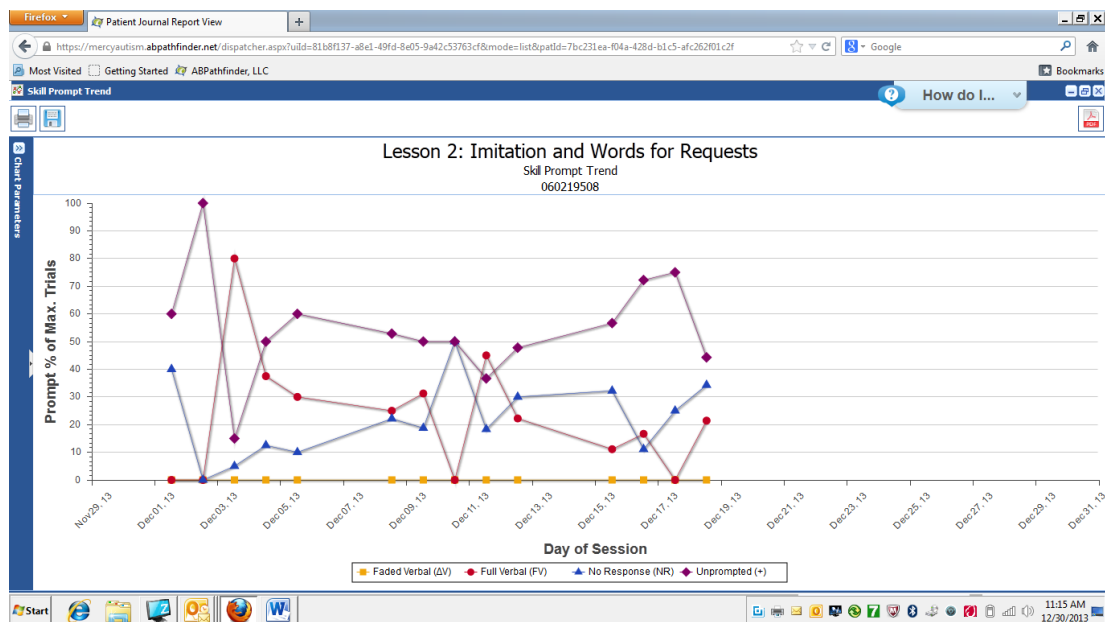
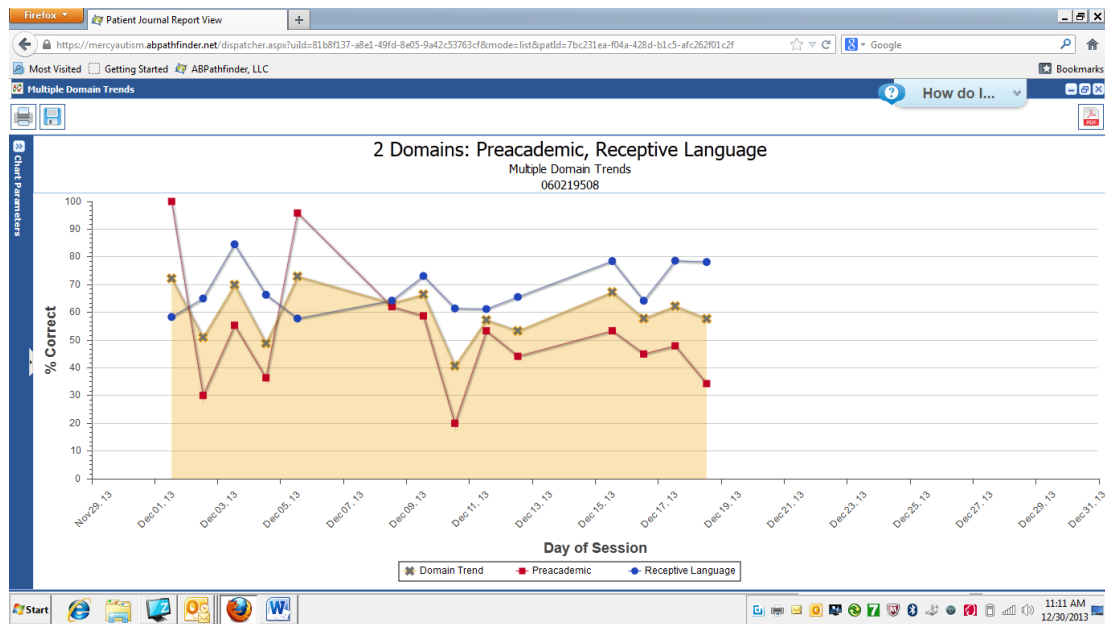
Patient B has shown consistent progress in achieving goals. Graphs were used from the past 3 months to review any other significant regression days (as shown on the above 30 day graph). Four other single day decreased achievement in all goals were found. The family was encouraged to review the graphs with their physician to determine if testing for a seizure disorder would be appropriate as a possible reason for single day, random decreases in skill levels.





Patient C began ABA services the first part of December. The first graph indicates progress on Expressive Language goals and PreAcademic goals, but inconsistent progress on Receptive Language goals. Format of Receptive Language goals will be reviewed and revised along with validity checks with Behavior Assistants.

Patient C has a goal to answer WH questions independently. The graph indicates that he is making significant progress in answering these questions without prompting (green circle), although sometimes does not respond (purple square) or needs a verbal prompt (blue diamond).



Patient D has a seizure disorder and autism. Data graphing demonstrates days when seizures make learning difficult. In the first graph, the patient demonstrates good progress and consistency with receptive language skills but a more erratic progress with precademy skills.

In the second graph, Patient D demonstrates good consistency with attempting to use his verbal language or imitate the verbal language used for requests. The graph indicates that he will typically respond independently or will need a full verbal prompt.

Discharge Summary

Name: Child A

DOB: NA

Medicaid #: NA

Summary of Progress:

Child A participated in approx. 5 months of direct ABA services through the Mercy Autism Center. He received ABA services at the Mercy Autism Center for 3 hours each day for the months of June-August. He received 1 hour of ABA per day from the Mercy Autism Center staff for the months of Sept-October.

Child A demonstrated progress in all goals. Specifically, he achieved goal levels in Receptive Language, Expressive Language, PreAcademic and Social Interactions. Goals for behaviors were also achieved. Specifically, Andrew is now able to tolerate a change that occurs within his daily schedule and remain calm, ask questions as to why the change, and adjust his interactions within 2 minutes. Within the STAR curriculum, Child A achieved all goals through Level II, and all goals of Level III with the exception of initiating peer interaction.

Child A was observed within a regular education classroom during the months of Sept-Oct. Child A is able to participate in the regular education classroom with minimal adult support. He is able to attend to the teacher, complete tasks independently, complete daily functional routines, and engage with peers when the peer initiates the conversation or interaction. Child A demonstrates the ability to tolerate changes to specific tasks, changes to daily routines, and changes to an overall schedule including personnel changes. Child A is using his language to ask questions of adults and peers when he is anxious, and when he needs additional information.

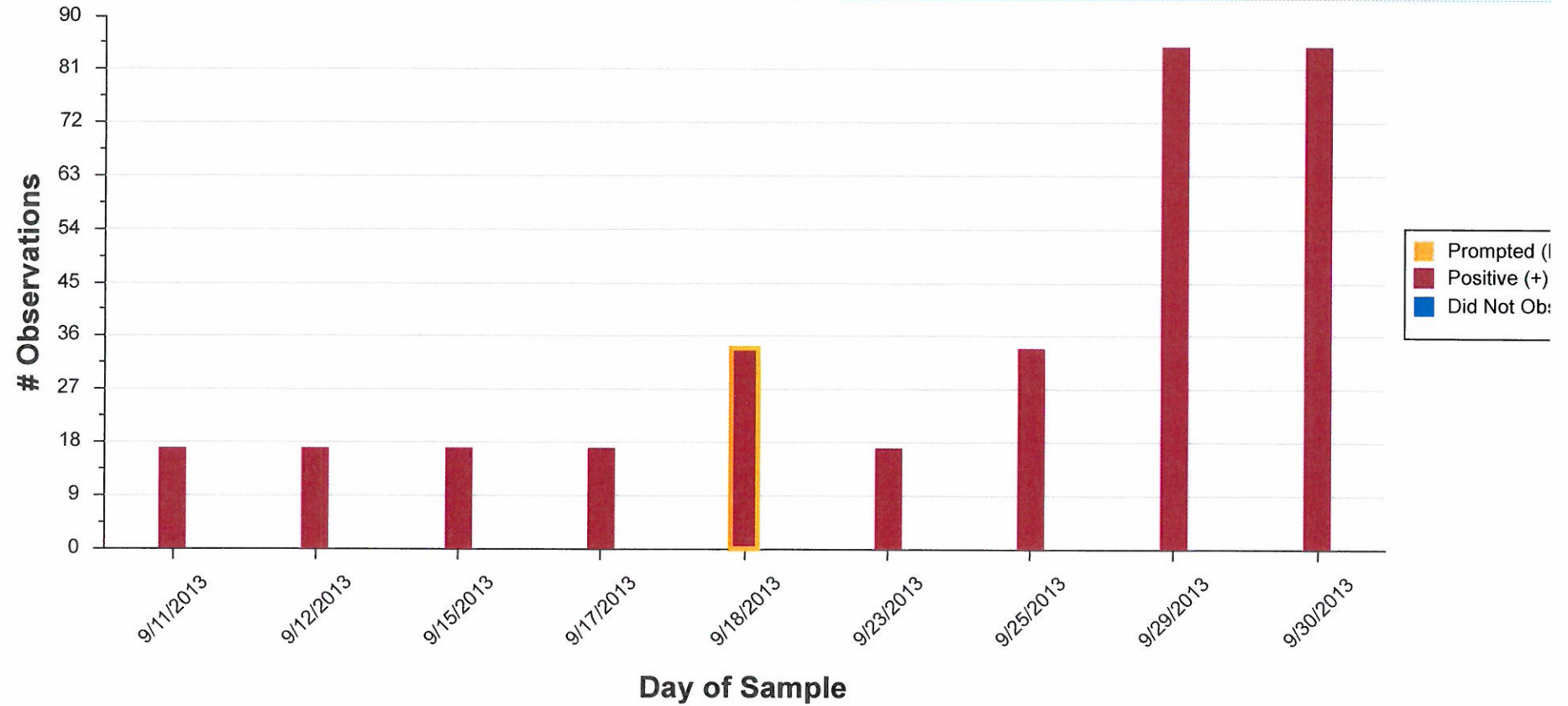
Child's family reviewed the data and graphs during a Family Training meeting, and agreed to the discharge of services at this time.

Alyson Beytien, BCBA

**electronic signature on file

Lesson 2: Play with Peer and Share Materials

Task Analysis Skill Trend



Lesson 3: Play Game with Peer- IT

Skill Prompt Trend

